

RESOURCES

# Drafting guide and models for remedial education in private practice

Designed with  by



**ATTENTION: THIS GUIDE WAS CREATED IN JANUARY 2023. IT IS THE RESPONSIBILITY OF THE PERSON UTILISING IT TO ENSURE THAT THE INFORMATION ENCLOSED CORRESPONDS TO THE CURRENT RECOMMENDATIONS AND GUIDELINES OF THEIR SCHOOL SERVICE CENTRE, THE ADOQ, OR OTHER PROFESSIONAL ASSOCIATIONS, IF APPLICABLE.**

## NOTE QUALITY CRITERIA

Regardless of the method and model used for writing, certain elements should ideally be included in a note:

- Date of the intervention, including the year;
- Nature of the intervention;
- Names of the people involved;
- The purpose and brief results of the intervention;
- The clinical focus of the intervention;
- The signature of the intervener.

### RELEVANT

- Is the recorded information about the person being assisted?
- Is the recorded information applicable to their situation and progress?
- Does the recorded information reflect the professional decisions and the basis for those decisions?
- Does the recorded information provide an account of services rendered or results achieved?
- Does the recorded information provide new information?
- Is the recorded information helpful for the continuity of the service?
- Is the recorded information related to the service request/intervention plan?

### PRECISE

- Does reading the note provide a common understanding of what is written? Is it exempt from the possibility of interpretation and approximation?

\*\*\*Here, we want to ensure that everyone understands the same thing when they read the note!

<b>EXACT</b>	<ul style="list-style-type: none"> <li>● Is the information added to the file accurate and truthful?</li> <li>● Is the information exempt from the possibility of interpretation?</li> <li>● Are the sources of information listed?</li> </ul>
<b>ORGANISED</b>	<ul style="list-style-type: none"> <li>● Does the note reflect the presence of a common thread in its reading?</li> <li>● Does the recorded information follow the chronology of events?</li> <li>● Is the information presented in a logical order that facilitates understanding?</li> </ul>
<b>CONCISE</b>	<ul style="list-style-type: none"> <li>● Is the content of the note clearly and succinctly written?</li> <li>● Have the superfluous words and unnecessary details been removed to prioritise what is essential?</li> </ul> <p>*** Ideally, we aim for a maximum of 15-18 words per sentence.</p>
<b>UP TO DATE</b>	<ul style="list-style-type: none"> <li>● Does the note demonstrate the current situation in its reading?</li> <li>● Are the notes recorded progressively, as quickly as possible?</li> </ul> <p>*** Drafting deadlines are not set up to put stress on the intervenor but rather to protect them since the more time passes, the less the note is perceived as reliable and credible.</p>
<b>COMPLETE</b>	<ul style="list-style-type: none"> <li>● Does the information in the note reflect and support professional decisions?</li> <li>● Is the information in the note sufficient to monitor the client's situation and detect a change?</li> <li>● Does the information in the note allow for a reconstruction of the facts if necessary?</li> </ul>

## Drafting Guide

### 1st Meeting in Private Practice - Notes by Category

#### First Meeting Objective

Analyse the context of the student's life, and identify the needs reported by them and their parents to propose a remedial intervention plan.

#### Context Analysis

Reported facts/information collected

What is being reported to me by the student or their parent(s)?

- Perception of learning and abilities.
- Perception of school in general.
- Expectations, complaints, dissatisfactions reported by the student and their parents.

Are there any major or significant changes reported by the student or their parents that could affect their availability for learning?

Which learning methods are already working?

What are the challenges when it comes to learning?

- Specific subjects (languages, math, sciences, etc.).
- Abilities (reading, writing, oral expression, problem resolution, etc.).
- Executive functions related to learning strategies.

What solutions have been considered or tried?

- Recoveries
- Adaptations (1/3 extra time, noise cancelling headphones, quiet zone, etc.)
- Additional services (history of evaluations and services at school or in private )
- Time for homework, parental support or other.

#### Observations

What are my observations as a remedial education specialist or resource teacher?

- Provide measurable data and facts;
- Description of the student's behaviour and ways of communicating, verbal and non-verbal, level of understanding and motivation to face challenges, etc.

## Professional View

What is my understanding of the problem?

- Feeling, perception, basic and immediate intuition of a thing, a person, an event
- Provisional explanation resulting from a combination of facts and observations (hypotheses)
- Professional opinion

## Proposed Plan

Planning of the follow-up or the steps to be taken by the intervenor

- What will I do?
  - Targeted subjects and abilities
  - Proposed evaluations
  - Possible interventions (strategies to try, re-education, etc.)
  - Desired outcomes
- When is the next meeting scheduled? How often and for how long?

## Agreement

Homework, tasks for the student and their parents within an agreed upon time frame (example: by the next meeting), agreement between the two parties (example: ask for help from the school or register for recovery).

To get the free pdf model, go to the professional's toolbox:

<https://www.psylio.com/resources/tenue-de-dossier/education-first-meeting-private-practice>

Note: A template is offered directly on the Psylio platform

## **Drafting Guide - ECRIS Model**

### **(Focused on explicit teaching for private practice)**

#### **Event**

What is the purpose of the activity? (Assessment, re-education, explicit teaching, etc.)

#### **Context and Background**

What are the activity's learning objectives in relation to the remedial education plan?

- Tell the student what they will be able to do at the end of the session so that they understand the intention.

What does the student already know about the activity?

- Activate prior knowledge to enable them to already make connections.

#### **Reaction(s)**

What is the student's response to the activity (progress, motivation, opinion, etc.)?

#### **Intervention(s)**

What is the intended modelling (materials, tools, targeted learning, etc.)?

What are the stages of guided practice? Does the student seem capable of practising independently?

How does the student function in independent practice?

How does the student transfer their learning (objectivation and reinvestment)?

#### **Sequence**

What steps should the remedial teacher, the student, or their parents take following the activity?

What adjustments should be made for the next intervention or series of interventions?

- Professional opinion (progress, hypothesis, etc.)
- Follow up with their parents or the school as needed.

To get the free model:

<https://www.psylio.com/resources/tenue-de-dossier/note-evolution-ecris?lg=en>

Note: A template is available directly on the Psylio platform.